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ABSTRACT

Students for Volunteer Services was a demonstration project implemented by Michigan's Lansing Community College to facilitate student understanding of and participation in community service. Project activities focused on increasing the percentages of students who volunteer (with an emphasis on minority students), improving the abilities of volunteers, improving the ability of non-profit organizations to identify opportunities for students, and determining project effectiveness. Recruitment activities for volunteers included two receptions and a Volunteer Opportunities Fair, recruiting stations on campus, and marketing through the campus newspaper and radio and television stations. As a result of the project, volunteerism among the college's students increased by 760% between fall 1994 and fall 1995, while minority volunteers increased by 216%. In addition, service components were added to 12 courses and expanded in 1 course during the project. During the final year of the project over 144 faculty were involved with the service program, while training to faculty included technical assistance and formal training sessions. Similarly, a leadership training workshop was offered to students in fall 1994, providing training in team building, conflict management, and working with difficult people. Finally, funds have been budgeted in the college's Student Life Department to continue the efforts of the Students for Volunteer Services project. An evaluation report of project methods is appended. (AJL)

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Lansing Community College Students for Volunteer Services

Final Report for Kellogg Project Number P0009741

By

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Final Report for Kellogg Project Number P0009741
Lansing Community College Students for Volunteer Services

Project Summary

The *Students for Volunteer Services* demonstration project was designed to facilitate student understanding of and participation in community service. Project activities have focused on increasing the percentage of students who volunteer (with an emphasis on minority students), improving the abilities of students who volunteer, improving the ability of non-profit organizations to identify service and learning opportunities for students, expanding service-learning and determining and reporting the effectiveness of activities in meeting project goals.

To increase the percentage of students who volunteer several strategies have been employed. They include a variety of recruitment activities designed to attract not only organized groups of students, as originally planned, but also individual students, staff and community members. During the second year recruitment strategies were reviewed to determine their effectiveness. Factors which may limit student participation were also examined. A variety of placement settings have been sought to meet the wide range of interests among students with an emphasis on organizations that serve minority populations. A number of recognition strategies were employed to encourage and maintain volunteerism. A survey was developed to assess the change in numbers of volunteers during the project.

Opportunities to receive leadership training, an on-campus leadership workshop, and the development of a leadership academy were designed to improve volunteer abilities. An orientation program was developed to assist students beginning their service experience. Organizations were encouraged to plan on-site orientation and training to ensure student success. The success of these efforts was evaluated in year two by surveying students and their volunteer placement supervisors.

Community service organization staff attended a one-day training program to assist them in working with students. Training topics included student volunteer profile, recruiting and retaining volunteers, developing position descriptions, managing volunteers, assigning responsibilities that enhance and empower, and ways to help volunteers synchronize with paid staff. Volunteer placement supervisors were asked to comment on several aspects of the students' service experience to assist in future planning.

Faculty awareness of service-learning was increased through discussion sessions, individual consultations and mailings. Efforts to involve faculty increased during the second year of the project. The success of efforts designed to support and train faculty were assessed during year two. The change in the number of service-learning classes was also assessed.

Progress Toward Goals

A. Outcomes

1. Has volunteerism, especially among minorities, increased at LCC?

A primary project goal was to develop a volunteer corps of at least 100 students per year. We were committed to making every effort to target disadvantaged and/or minority students. As part of this goal we sought to improve the attitudes and abilities of volunteers and to increase the percentage of students who volunteered by the end of the project.

Developing a volunteer corps of 100 students per year can be viewed as having students "on call" to complete special projects or students in ongoing placements with organizations. We have focused our energies on recruiting students, and to some extent staff and community members, for positions identified by organizations while also developing "one-time" service projects to meet community needs and student interests.

Rather than concentrating only on group activities as proposed, we have established an extensive recruiting program to reach those students who are not currently involved with established clubs or groups. A number of recruitment activities have taken place which have resulted in the recruitment of nearly 800 students for general placements in addition to approximately 300 club members. We estimate that at least 1064 are active volunteers, many of whom are disadvantaged and/or minorities. Based on conversations with students while recruiting, a number of students volunteer on their own and are not included in our estimates. In addition, students who volunteer as part of a class assignment are not included. Reliable baseline data was not available; available data suggests that a maximum of 30 students, mostly white, were volunteering through Volunteer Services or a club prior to the start of the project.

A Pre-Community Service Survey and Post-Community Service Survey were developed and administered. As part of the project's evaluation, the number of total volunteers and number of minority volunteers during Fall 1994 were compared to the number of total volunteers and number of minority volunteers during Fall 1995 to determine whether or not volunteerism increased. Volunteerism increased by 760% overall; minority volunteerism increased by 216%. Minority volunteerism accounted for 21.3% of the increase while minority enrollment increased only 1.8 %.

Increasing volunteerism was a realistic outcome, as was increasing the numbers of minority students who volunteer. Securing documentation of service continued to present a challenge. In organizations where it is easy to identify volunteers as having been recruited and placed by our office, only 30% reported their service this fall semester. Once students are placed in an organization they seem to identify more with the organization than with LCC. To help students identify themselves as Lansing Community College volunteers we have started the LCC Community Action Network, initiated a

newsletter, and asked students to report their activities to us on a semester basis.

When we began to recruit students to volunteer we did not anticipate that community members would call on us to assist them in finding placements. We have heard from primarily unemployed citizens including young mothers, disabled individuals, and women who were about to reenter the workforce.

2. Is service-learning growing in emphasis in the college curriculum?

When the project began Lansing Community College had just experienced a major reorganization and a change in membership of the board of trustees. Employees and trustees spent most of the first year of the project developing a new college vision statement and goals. Linking theory with practice and active learning were central to the vision statement and included as goals. A Center for Teaching Excellence was created. Its staff were supportive of service-learning and saw the Office of Volunteer Services as a resource for faculty; an excellent relationship developed. This renewed value for practice and active learning provided an opportunity to market service-learning as a means to achieve these goals. An immediate outcome was the development of a new core course with service as an option.

A process was developed to record contacts with instructional leaders throughout the year to identify new efforts.

A survey was developed for instructional leaders to assist them in noting the current status of service-learning in the curriculum. The survey was conducted in early 1995 and repeated in late 1995 to assess changes in the status of service-learning. A service component was added to 12 courses and expanded in one course--a 6.4% increase during the project.

Divisional and program instructional leaders were invited to attend a focus group session facilitated by a university doctoral candidate. Thirteen faculty members were confirmed to attend the focus group meeting; three additional faculty attended. Faculty noted that many courses are not easily identified as having a service component from their descriptions. They also stated that lead instructional administrators may not be as able as lead faculty to discern courses that include a service component. It was suggested that communication efforts be redirected to lead program faculty and that communication activities be increased. Faculty requested that community service organizations be invited on campus to meet with students and faculty. They also suggested that we seek activities with a limited time commitment since our students often have multiple roles and responsibilities.

The increase in courses with a service component and the results of the focus group session suggest that service-learning is growing in emphasis in the college curriculum.

3. Are faculty members involved in the service program?

Faculty served on a Michigan Campus Compact steering committee prior to the creation of the Office of Volunteer Services. Once the office was created some faculty continued as members of the advisory committee. As the project unfolded it was necessary to reform the advisory committee to replace members who had moved on to other challenges. The recipient of the LCC's 1994 MCC service-learning award was a member of the advisory committee.

As awareness of the service program expanded more faculty members became involved in the program. Reorganization, preparing for and implementing semester transition and a long faculty contract negotiation consumed the energy and attention of many faculty members in the first year. The inclusion of practice and active learning in the college's vision statement and goals provided an incentive for more faculty to concentrate on course development, including choosing service as a means for practicing theory and making learning a more active process.

A process was developed to record the number of faculty involved in the service program and to describe how they were involved to better track faculty involvement. During the final year of the project over 144 faculty were involved with the service program. Members of the Center for Teaching Excellence's leadership committee, club advisors, recipients of the Michigan Campus Compact service-learning award, and other faculty members served as advisors to the project. Faculty members taught courses which included service as a requirement or an option; sought technical assistance; encouraged other faculty to incorporate service; communicated with division, department or program faculty regarding Office of Volunteer Services activities and services; hosted project staff at large group student meetings; provided technical assistance; recruited students for volunteer positions and projects; identified students for recognition and awards; inquired about mini-grants; expressed interest in state and national service-learning funding opportunities; attended or presented professional development; participated in the focus group meeting; received a service award; supported student organization volunteer service efforts; provided marketing support; provided focus group support; photographed events; served as volunteer coordinators for local agencies; requested volunteers for service organizations they were affiliated with; coordinated LCC's community service-learning work study program and volunteered for service projects.

4. Has faculty training been sufficient for the volunteer service activities?

Center for Teaching Excellence leadership committee members advised us to continue to help faculty understand what service-learning is and provide technical assistance as needed. While they were not supportive of additional focused training, they were supportive of plans to feature faculty experienced in service-learning at professional development program. The project director was nominated to serve on the CTE leadership committee.

Interested faculty and staff met for a half-day to discuss the relationship between service and instruction in the Spring of 1994. Two formal training sessions were offered during the Fall of 1994, a third session was held in Fall 1995. The first session attracted faculty who had been incorporating service in their classes or student activities. The second session was canceled due to a low response--several other programs were available to faculty the same day. Interested individuals received a personal consultation. The third session featured faculty who had successfully integrated service in their courses and attracted 15 people. An evaluation form was developed to provide feedback on the extent to which attending the program assisted faculty with integrating service into their classes. Faculty indicated that the program was "very helpful" (33.3%), "helpful" (33.3%) or "somewhat helpful" (33.3%) in assisting them with integrating service into their courses.

Faculty members were encouraged to take advantage of the Spring 1995 MCC Conference to provide them with additional technical assistance. Individual consultations were also offered and utilized.

5. Has student training been sufficient for the volunteer service activities?

A leadership training workshop offered Fall 1994 included leadership styles, team building, conflict management, working with difficult people, ethics, trust building, and credibility. Students' comments indicated that they found the content helpful. Student activity fee funds supported club officer participation in a leadership retreat sponsored by the Michigan Community College Student Services Association in Fall 1994.

To increase the abilities of student volunteers, a $3000 professional development grant was secured to train project staff as Phi Theta Kappa program faculty. This training and the service component developed to complement it provided for the availability of low cost, ongoing leadership training.

A multifaceted proposal for developing leadership and citizenship among traditional and non-traditional students was prepared and submitted in collaboration with the student life director. The proposal incorporated leadership training and practice; community service; and participation by students on college committees, task forces and boards. Now adopted, the program institutionalizes leadership training and practice for a specific group of students and opportunities for all students interested in leadership development.

A leadership training evaluation form was developed that asks students to rate the extent to which attending a leadership workshop increased their abilities. Students indicated that the workshop was "very helpful" (54.6%), "helpful" (27.3%) or "somewhat helpful" (18.1%). A student service documentation form was also developed and administered to students. A student volunteer placement supervisor evaluation form was developed to ask supervisors to comment on attendance, appearance, attitude, quality of work, and other areas covered in orientation and training. Volunteer supervisors rated

67% of the volunteers as "excellent"; 33% were rated "good."

An orientation program was developed to assist students as they begin their service experience. Organizations have been encouraged to plan on-site orientation and training; all reported some type of preparation for volunteers. Reflection and volunteer development programs were piloted. A new student organization for persons engaged or interested in community service was formalized.

Students have been encouraged to apply for grants offered by the LCC Foundation to students ($250 per year) and faculty and staff ($1000 per year) to support conference attendance and service projects. A service club was established to provide access to $1000 to $1500 available to established clubs each year. Students were also encouraged to take advantage of opportunities through the Michigan Campus Compact (MCC) Student Community Action Network to attend conferences. A limited number of complimentary registrations for the annual MCC conference were available to students through MCC.

Feedback received from students and volunteer supervisors would seem to indicate that student training was sufficient for volunteer service activities.

6. Did student volunteers successfully serve the local agencies?

Informal comments from volunteer supervisors indicated that students were successfully serving local agencies. In addition, students completed a pre- and post-service survey to assist in assessing the success of student service. Volunteers were encouraged to develop an action plan for each volunteer session that outlined the session's agenda, documented any problems encountered, identified items to be covered in the next session and included additional comments the volunteer had regarding the session. In addition, volunteers were encouraged to maintain activity logs to track their progress. Optional meetings were held to help students process experiences into learning and to ensure that volunteer experiences were meaningful, challenging and flexible.

Additional specific strategies to assess student service in local organizations were developed for the second year of the project. They employed the tools described below.

A student service documentation form was developed and administered to students. A student volunteer placement supervisory evaluation form was developed to ask supervisors to comment on attendance, appearance, attitude, quality of work, and other areas covered in orientation and training. Volunteer supervisors rated 67% of the volunteers as "excellent"; 33% were rated "good."

An organization feedback form was also developed for the student's volunteer placement supervisor to complete. It asked supervisors to comment on the advantages and difficulties of using student volunteers, its recruiting, screening and training practices, suggested improvements in the organization's or the Office of Volunteer Services' recruiting, screening and training practices, the significance of the volunteers' work to the

operation and accomplishments of the organization, and the organization's willingness to accept future volunteers. The project director and advisory committee agreed that a focus group would be a more effective method for eliciting the desired feedback. Volunteer coordinators were invited to attend a session facilitated by a university doctoral candidate.

Representatives from 15 area community service organizations were confirmed to attend the focus group meeting; 11 representatives attended. Representatives noted that community college student volunteers differ from university student volunteers in that community college volunteers seem to have less connection with the school and are engaged in more competing activities. They suggested that the Office of Volunteer Service concentrate its efforts on older students. They requested that all places that recruit volunteers use the same form; in addition, they requested that LCC increase its screening of volunteers for specific positions, communicate more with the campus community about volunteer opportunities, "get away from" one day projects and change the volunteer fair from a holiday needs focus to a focus on ongoing needs. Representatives also noted that they relied heavily on volunteers to staff their organizations and would appreciate any volunteers that LCC could refer.

Comments from volunteer supervisors and volunteer coordinators indicate that students successfully served local agencies. Other feedback from volunteer coordinators needs additional review.

7. Did agency leaders feel well-prepared to manage the volunteers?

In response to a request from organization volunteer coordinators and project goals, an in-service training was held. Topics included student volunteer profile, recruiting and retaining volunteers, developing position descriptions, managing volunteers, assigning responsibilities that enhance and empower, and ways to help volunteers synchronize with paid staff. A workshop evaluation form that asked leaders to rate the extent to which attending the workshop helped them feel well-prepared to manage volunteers was developed. Participants indicated that they felt more prepared to manage volunteers as a result of the workshop and suggested that future workshops be offered.

Approaching organization staff with an offer to provide in-service training could have been a sensitive issue. It was delightful to have staff request training, and, after the initial training to request an additional session in areas that are of interest to project staff.

Planning training in collaboration with the Michigan State University Service-Learning Office and the Volunteer Center of Mid-Michigan proved to be a positive experience.

B. Implementation

1. Which recruitment efforts were most successful in recruiting students to volunteer?

Encouraging student participation in a volunteer experience required a number of recruitment activities, placement development and management, networking with members of professional organizations and designing recognition strategies.

Recruitment activities included two Volunteer Services Holiday Giving Tree Receptions and a Fall Volunteer Opportunities Fair where potential volunteers selected the agency of their choice and spoke with agency representatives; information and recruiting stations in three campus buildings three times per week; the creation of a volunteer services position posting board next to employment opportunity postings; presence at college recruitment events such as Advising Day, the annual "Be A Winner Day" for potential minority students, and presentations to student groups; contacting advisors of clubs (LCC Atlanta University Club, International Club, Hispanic Club, American Indian Science & Engineering) with a focus on disadvantaged and/or minority students; contacting college personnel with ties to students groups (Native American Leadership Program, Diversity Week, Minority Outreach and Recruitment, Women's Resource Center, Affirmative Action/Equal Opportunity Employer Committee) with a focus on disadvantaged and/or minority students; publication of a quarterly newsletter; literature at special advising events and registration; talking with financial aid personnel; and working with student employee placement personnel.

A marketing plan was developed which included using the student newspaper, The Lookout, student radio station, WLNZ 98.7 FM, student TV station WLCC Channel 36; direct mailings to specific groups of future students; the development of placements to meet student and community organization goals, to provide a calendar of one-time activities and identification of courses in which to include service as an instructional methodology as well as other activities.

Students were asked to state how they learned about the Office of Volunteer Services to determine the most successful strategies. LCC's TV station, campus bulletin boards and literature tables have been the most successful forms of recruitment.

Efforts continued to improve the ability of Clinton, Eaton and Ingham county non-profit organizations to identify service and learning opportunities for LCC students. An initial mailing and a follow-up mailing was sent to over 150 community organizations soliciting position descriptions. Position descriptions were prepared in an attractive computer-based format and sent back to organizations for final revisions. A long term computer storage and retrieval system for placement information was developed. These efforts resulted in 289 positions in 104 organizations concentrating on areas such as animals, children, counseling, crisis intervention, culture, disabled/handicapped persons, education, environmental, health, homelessness, hunger, literacy, mental health, recreation, senior citizen, women's issues, youth.

Placements were requested and developed with organizations that serve a high percentage of disadvantaged and/or minority students, including Cristo Rey Community Center, Black Child and Family Institute, Maplewood Mentoring Program, Lansing Indian Center, Harvest House. In all 71 positions in 27 organizations were developed with this specific focus.

Other notable programs include two mentoring programs with the Lansing School District. In cooperation with Habitat for Humanity, a construction service-learning course was developed and offered. A survey of existing classes that include service found several courses with long standing service components.

Unfortunately, awards for agencies that utilize students in creative and innovative ways were not included in the final project budget. However, the College has instituted an award to recognize an outstanding community service organization each year.

An internal database system for managing and maintaining contacts was developed for tracking volunteers and positions, plans to share access to a "Matchpoint" databank with the Volunteer Center of Mid-Michigan ended when the Center's director stopped using the "Matchpoint" system.

Networking with members of professional associations provided invaluable technical assistance during the project. Membership was maintained in MCC, which has been highly supportive. New memberships in Break Away, Directors of Volunteers in Agencies (DOVIA) have been particularly helpful. We were not members of the National Society for Experiential Education or the Campus Opportunity Outreach League, but received mailings and resource materials from them. A workshop on developing volunteer programs was presented at Michigan Community College Student Services Association meeting to assist community college staff with developing volunteer services on their campuses.

The coordinator and facilitator for the college's Community Leadership Development Academy (CLDA) was a member of our advisory committee and coordinated the instructional design for a student leadership workshop. Funds for a CLDA alumni newsletter were not included in the final project budget, so other means of involving CLDA alumni in the service program were explored.

A student club, LCC CAN, was chartered to promote communication among volunteers, recognize and reward volunteer efforts, distribute information about scholarships and awards, and discuss issues relevant to service.

A volunteer recognition reception was held during Volunteer week, certificates were given or sent to students identified by staff and faculty, a student was nominated for the annual MCC student award, faculty members were asked to identify students who have volunteered and to announce the availability of six separate awards available to recognize the service of students, award availability was also announced in the newsletter, pictures were taken of student projects and given to student leaders and included in displays of volunteer efforts, staff also attended and participated in student

projects.

2. How effective was leadership training in improving the attitudes and increasing the abilities of volunteers?

Leadership training was not formally assessed during the first year of the project. A workshop evaluation form that included an item asking students to rate the extent to which attending the workshop increased their abilities as developed and administered to participants during year two. Students indicated that the workshop was "very helpful" (54.6%), "helpful" (27.3%) or "somewhat helpful" (18.1%). Volunteer supervisors rated 67% of the volunteers as "excellent"; 33% were rated "good."

3. Did faculty apply for and use mini-grants to integrate service into their courses?

Mini-grants were planned for year two of the grant. One application was received, awarded, and used; six courses were offered in five health career programs at one inner city community center and a variety of additional sites in the community.

4. How effective was faculty professional development in assisting faculty with integrating service into their classes?

Faculty professional development was not formally assessed in year one. A workshop evaluation form that included items asking faculty to rate the extent to which attending the workshop assisted them with integrating service into their classes was developed and administered. Faculty indicated that the workshop was "very helpful" (33.3%), "helpful" (33.3%) or "somewhat helpful" (33.3%).

C. Context

1. What influence did the expected benefit of volunteering have on the student being placed in a volunteer position?

A Pre-Community Service Survey that included an item asking students to identify the extent to which they expected to benefit from community service by fulfilling an obligation, broadening knowledge, meeting people, learning skills, and gaining experience was developed and administered to students.

A Post-Community Service Survey that included an item asking students to indicate whether or not they were participating in a service activity was developed and mailed to students.

All students identified "broadening knowledge" and "meeting people" as benefits; 47.4% of the total respondents indicated that they were volunteering. "Learning skills"

and fulfilling an obligation" were identified by 94.1% of the students; the benefit of "gaining experience was identified by only 87.1% of the students.

The project director and advisory committee agreed that a focus group would increase our understanding of the expected benefits of volunteering and be an effective method for eliciting the desired feedback. Students were invited to attend a session facilitated by a university doctoral candidate.

Twenty students were confirmed to attend the focus group. Our target attendance was 12-15 students; six attended. The students, aged 18 to 25 and enrolled in eight or more credits during Spring Semester 1995, provided us with additional insight into the perceived benefits of volunteering and perceived barriers. Students indicated that they and other students could benefit from volunteering by having something to do with extra time, gaining college credit, engaging in networking, experiencing a change of pace and developing leadership skills. They also identified key barriers: not being able to do what you want to do, lack of opportunities in rural areas, shyness on the volunteer's part and not being asked to help.

From these results, it would appear that the four expected benefits of volunteering that were studied influenced volunteer placement as follows: fulfilling an obligation, broadening knowledge, meeting people, learning skills, and gaining experience each increased the likelihood of volunteerism.

2. What impact did the perception that "not enough time" would limit their volunteer efforts have on recruited students being placed in a volunteer position?

A Pre-Community Service Survey that included an item asking students to indicate the importance of "not enough time" in limiting their involvement in community service was developed and administered. Ninety-seven percent of all students identified "not enough time" as somewhat important, important or very important in limiting their involvement in community service.

A Post-Community Service Survey that included an item asking students to indicate whether or not they were participating in a service activity was developed and mailed to students.

The perception that "not enough time" would limit their volunteer efforts does not appear to have greatly limited participation in volunteer activities since many of the respondents who identified it as "very important", "important" or "somewhat important" reported a volunteer placement.

3. What impact did the perception that "must work for money" would limit their volunteer efforts have on recruited students being placed in a volunteer position?

A Pre-Community Service Survey that included an item asking students to indicate

the importance of "must work for money" in limiting their involvement in community service was developed and administered. Sixty percent of all students identified "must work for money" as somewhat important, important or very important in limiting their involvement in community service.

A Post-Community Service Survey that included an item asking students to indicate whether or not they are currently participating in a service activity was developed and mailed to students.

The perception that "must work for money" would limit their volunteer efforts appears to be a key factor in determining whether or not a student volunteers since few of the respondents who identified it as "very important", "important" or "somewhat important" reported a volunteer placement.

4. Did LCC district residency increase the likelihood that a student would express an interest in volunteering?

A Pre- and Post-Community Service Survey that included a space for staff to indicate student residency was developed and administered. A Post-Community Service Survey that included an item asking students to indicate whether or not they are currently participating in a service activity was also developed and mailed to students.

As the Post-Community Service Survey was returned, the student's residency was determined. Data was analyzed to determine whether or not recruited students who were identified as district residents were more likely to provide volunteer service than those identified as out-of-district, out-of-state or international students by comparing the percentage of resident student volunteers to the percentage of resident students enrolled at Lansing Community College. We found that district residents comprised 86.5% of the respondent pool; non-resident, out-of-state and international students accounted for the remaining 23.5%. District residents comprise 71.8% of the student body and all other students 28.2%. Based on these figures it would seem that district residents were more likely to provide volunteer service.

Future Plans

A. Has this project become self sustaining? What activities are being continued?

Funds have been budgeted in the college's Student Life Department for the Office of Volunteer Services to continue the efforts of the *Students for Volunteer Services* project. A full-time coordinator position, half-time student employee position, travel and office expenses are included in the funding.

Networking with members of professional organizations, particularly Campus Compact, will continue to provide staff with technical assistance for the further

development of the service program.

Orientation and the following recruitment activities will continue: hosting a volunteer opportunity fair, staffing information and recruiting stations; providing information for college recruitment events, advising and registration; posting announcements on bulletin boards; publication of a newsletter; and sending press releases/public service announcements.

The LCC Leadership Academy will continue to incorporate leadership training and practice; community service; and participation by students on college committees, task forces and boards. While the Academy focuses on leadership training and practice for a specific group of students, opportunities for all students interested in leadership development to attend training will be provided through a conference planned by Academy members.

LCC CAN will continue to exist as a student organization and key advisory group for volunteer and service-learning activities. CAN members will be encouraged to participate in the state and national service movement.

One-time volunteer projects will continue to be developed to introduce students and organizations to student volunteerism. New placements with organizations that serve diverse populations, and the revision of existing placements, will continue to be encouraged.

Recognition activities will include: distributing certificates, publicizing award availability, nominating students for awards, and publicizing student projects.

Faculty will be invited to serve on an advisory group which will determine how to continue to encourage, support, and document additional service-learning efforts. This group will explore new activities and seek funding for those activities.

The availability of faculty grants and awards will be publicized. A faculty member will be nominated to receive the annual MCC staff award. Faculty members will be encouraged to attend Michigan Campus Compact conferences to provide them with additional technical assistance.

Volunteer supervisors will continue to be asked to complete an evaluation form. The evaluation would include items asking supervisors to comment on attendance, appearance, attitude, quality of work, and other areas covered in orientation and training.

B. What structure has been established for the continuation of this project?

The Office of Volunteer Services is a program of the Student Life Department. The Student Life Department is part of the Student and Academic Support Division. The Division's Dean reports to the Executive Vice President/Provost. The Executive Vice

President/Provost reports directly to the President.

Funds have been budgeted in the college's Student Life Department for the Office of Volunteer Services to continue the efforts started during the *Students for Volunteer Services* project. A full-time coordinator position, half-time student employee position, travel and office expenses are included in the funding.

The Office of Volunteer Services will continue to serve as the coordinating point for student volunteerism and service-learning. Officers and members of the LCC Community Action Network (CAN) will continue to advise staff on volunteerism and service-learning. An open invitation will go to lead program faculty to serve on a faculty advisory group which will advise staff on service-learning expansion. Representatives from community service organizations will continue to provide feedback to staff informally and may be scheduled for additional focus group sessions in the future.

C. What indications are there that this project can (or cannot) be adopted elsewhere?

The activities undertaken by the project can be replicated but may need to be modified in response to local interests, needs and cultures. Some activities, such as faculty service-learning training, may meet with more success in another setting. Other activities, such as publicizing placements through the college TV station and student newspaper may meet with less success in other settings.

Dissemination

A. What information from your project has been made available to the field and how?

Information on project activities was included in our Campus Compact and Michigan Campus Compact annual reports. Portions of our program were highlighted in Campus Compact's *Service Matters* publication. An edited version of our report appears in the Michigan Campus Compact Annual Report.

The results of a survey requested by the Council of Michigan Foundations is summarized in their publication, *Yesterday, Today and Tomorrow: A Seven Year Progress Report on Michigan Student's Education in Philanthropy and Volunteerism*. Survey items centered on academic courses and programs that involve service.

General program information was reported to the Rand Corporation for a survey on service learning activities.

B. What plans do you have, if any, at this time for disseminating information about your project?

Information on project activities will be included in our Campus Compact and Michigan Campus Compact annual reports. A copy of evaluation findings will be submitted to Campus Compact with an article announcing the availability of the evaluation report.

The evaluation report will also be submitted to ERIC.

Project Director's Opinion

A. What do you think are the most important outcomes and "lessons learned" from this project?

With the Kellogg Foundation's assistance, Lansing Community College was able to move from a small, isolated, precariously-funded volunteer services program to a more well-known volunteer and service-learning program.

Information gained about who our student volunteers are and the kinds of activities they are interested in was a key lesson learned as part of the project. The knowledge will help us plan recruitment and develop programs.

Trying out a variety of communication and professional development strategies has given us some insight into successful strategies and the need to work more directly with a broad based group of faculty.

Hearing from community agency representatives about what they believe we should be doing helps us to know more about their interests and needs. It also challenges us to decide which needs we can meet and those we are unable to meet.

B. What are the most important lessons you have learned form this experience?

As a project director who was hired after funding had been awarded, I was reminded of the importance of history and planning for sustainability. As the project unfolded, I communicated activities to department and division staff and prepared state and national reports to document what had occurred for future use. While researching previous efforts at LCC I noted that, especially in the area of leadership development, a number of successful programs had been offered but none had been sustained. This focused my attention on planning not only for the goals of the project, but to provide sustainable services.

C. What recommendations would you make to other project directors working in this area or to the Foundation?

I would like to make two recommendations. First, grantees should be encouraged to include time to survey successful and unsuccessful programs in like environments to learn from their colleagues, especially for new efforts or when a major shift in focus is considered. Second, grantees should be encouraged or perhaps required to include at least a minimal evaluation plan with their prpposal. This initial plan could be enhance and refined during the first year, if necessary.

Appendix A

Evaluation Report

Evaluation Report for Kellogg Project Number P0009741
Lansing Community College Students for Volunteer Services

Evaluation Summary

The *Students for Volunteer Services* demonstration project was designed to facilitate student understanding of and participation in community service. Project activities have focused on increasing the percentage of students who volunteer (with an emphasis on minority students), improving the abilities of students who volunteer, improving the ability of non-profit organizations to identify service and learning opportunities for students, expanding service-learning and determining and reporting the effectiveness of activities in meeting project goals.

The evaluation provided our college with information needed to further develop the Office of Volunteer Services. The effect of perceived benefits, perceived barriers and residency on participation in volunteer activities was investigated. Project activities were reviewed to identify successful recruitment strategies, determine the effectiveness of training in assisting students and faculty in their service activities, and to explore the impact of providing mini-grants to faculty for course development. Progress towards meeting the goals of increased student volunteerism; increased faculty involvement and service-learning course development; provision of sufficient training for faculty, students and agency staff to provide successful service opportunities and service was assessed.

Volunteers rated the benefits of broadening knowledge and meeting people higher than other benefits; gaining experience also rated quite high. All were seen as enhancing the likelihood of volunteering. The perception of not having enough time to volunteer did not appear to greatly limit volunteerism among students. However, the need to work for money did. More district residents than non-residents chose to volunteer.

LCC TV station coverage, fliers on campus bulletin boards and displaying literature at key campus locations were the most successful forms of recruitment. Students found leadership training to increaseg their abilities as volunteers. The existence of flexible mini-grants was key to developing service-learning in the health careers area. Faculty professional development was seen as helpful in integrating service into classes.

Huge increases in volunteerism were reported--part of which may be due to better reporting mechanisms. Large numbers of minorities were attracted to service placements and projects. Many long-standing examples of service-learning were"discovered' during the project. Courses designed or the leadership academy and health careers department join new efforts to make a 6.4% increase in service-learning courses possible. Faculty members were drawn to the project in several capacities. A few examples include serving as advisors, teaching classes, encouraging faculty and publicizing the project. Evaluations completed by agency staff rated students either as excellent or good. Agency leaders were receptive to and appreciative of efforts to further develop their capacity to work with student volunteers.

1. Purpose for the evaluation

The evaluation provided Lansing Community College with information needed to further develop the Office of Volunteer Services. It is also hoped that the information gained will be useful to others who are considering developing or who are developing volunteer offices. The effect of perceived benefits, perceived barriers and residency on participation in volunteer activities was investigated. Project activities were reviewed to identify successful recruitment strategies, determine the effectiveness of training in assisting students and faculty in their service activities, and to explore the impact of providing mini-grants to faculty for course development. Progress towards meeting the goals of increased student volunteerism; increased faculty involvement and service-learning course development; provision of sufficient training for faculty, students and agency staff to provide successful service opportunities and service was assessed.

2. Audience(s) for the evaluation

College and Kellogg Foundation staff are the primary audiences for this evaluation. Since staff wish to share their findings with others who are considering developing or who are developing volunteer offices, evaluation findings will be disseminated through the ERIC system.

3. Important questions addressed

a. Context Questions

1. What influence did the expected benefit of volunteering have on the student being placed in a volunteer position?

2. What impact did the perception that "not enough time" would limit their volunteer efforts have on recruited students being placed in a volunteer position?

3. What impact did the perception that "must work for money" would limit their volunteer efforts have on recruited students being placed in a volunteer position?

4. Did LCC district residency increase the likelihood that a student would express an interest in volunteering?

b. Implementation Questions

1. Which recruitment efforts were most successful in recruiting students to volunteer?

2. How effective was leadership training in improving the attitudes and increasing the abilities of volunteers?

3. Did faculty apply for and use mini-grants to integrate service into their courses?

4. How effective was faculty professional development in assisting faculty with integrating service into their classes?

c. Outcome Questions

1. Has volunteerism, especially among minorities, increased at LCC?

2. Is service-learning growing in emphasis in the college curriculum?

3. Are faculty members involved in the service program?

4. Has faculty training been sufficient for volunteer service activities?

5. Has student training been sufficient for volunteer service activities?

6. Did student volunteers successfully serve local agencies?

7. Did agency leaders feel well-prepared to manage volunteers?

4. Methods used to address each important question

a. Context Questions

1. What influence did the expected benefit of volunteering have on the student being placed in a volunteer position?

A Pre-Community Service Survey was developed and administered that included an item asking students to identify the extent to which they expected to benefit from community service by fulfilling an obligation, broadening knowledge, meeting people, learning skills, and gaining experience.

A Post-Community Service Survey was developed and administered that included an item asking students to indicate whether or not they were participating in a service activity.

The impact of each expected benefit on volunteer service was investigated.

The project director and advisory committee agreed that a focus group would increase our understanding of the expected benefits of volunteering and be an effective method for eliciting the desired feedback. Students were invited to attend a session facilitated by a university doctoral candidate.

2. What impact did the perception that "not enough time" would limit their volunteer efforts have on recruited students being placed in a volunteer position?

   A Pre-Community Service Survey was developed and administered that included an item asking students to indicate the importance of "not enough time" in limiting their involvement in community service.

   A Post-Community Service Survey was developed and administered that included an item asking students to indicate whether or not they are currently participating in a service activity.

   Whether or not recruited students who identified "not enough time" as "very important", "important" or "somewhat important" were more likely not to provide volunteer service than those who rated "not enough time" as "not important" was explored.

3. What impact did the perception that "must work for money" would limit their volunteer efforts have on recruited students being placed in a volunteer position?

   A Pre-Community Service Survey was developed and administered that included an item asking students to indicate the importance of "must work for money" in limiting their involvement in community service.

   A Post-Community Service Survey was developed and administered that included an item asking students to indicate whether or not they were participating in a service activity.

   Whether or not recruited students who identified "must work for money" as "very important", "important" or "somewhat important" were more likely not to provide volunteer service than those who rated "must work for money" as "not important" was examined.

4. Did LCC district residency increase the likelihood that a student would express an interest in volunteering?

A Pre-Community Service Survey was developed and administered that included a space for staff to indicate student residency.

A Post-Community Service Survey was developed and administered that included an item asking students to indicate whether or not they were participating in a service activity.

Whether or not recruited students who were identified as district residents were more likely to provide volunteer service than those identified as out-of-district, out-of-state or international students was investigated by comparing the percentage of resident student volunteers to the percentage of resident students enrolled at Lansing Community College.

b. Implementation Questions

1. Which recruitment efforts were most successful in recruiting students to volunteer?

A Pre-Community Service Survey was developed and administered that included a space for students to state how they learned about the Office of Volunteer Services.

The number of times each recruitment strategy was identified was counted to determine the most successful strategies.

2. How effective was leadership training in increasing the abilities of volunteers?

A workshop evaluation form was developed and administered that included an item asking students to rate the extent to which attending the workshop increased their abilities.

The data was analyzed to determine the effectiveness of the workshop.

3. Did faculty apply for and use mini-grants to integrate service into their courses?

The number of applications received for mini-grants, the number of mini-grants awarded, the number of mini-grants used, and the number of courses offered was tabulated.

4. How effective was faculty professional development in assisting faculty with integrating service into their classes?

A workshop evaluation form was developed and administered that included items asking faculty to rate the extent to which attending the workshop assisted them with integrating service into their classes.

The data was analyzed to determine the effectiveness of the workshop.

c. Outcome Questions

1. Has volunteerism, especially among minorities, increased at LCC?

A Pre-Community Service Survey was developed and administered that included a space for students to indicate student ethnic background.

A Post-Community Service Survey was developed and administered that included an item asking students to indicate whether or not they were participating in a service activity.

The number of total volunteers and number of minority volunteers during Fall 1994 to the number of total volunteers and number of minority volunteers during Fall 1995 were compared to determine whether or not volunteerism increased.

2. Is service-learning growing in emphasis in the college curriculum?

A survey was developed and administered that included an item asking instructional leaders to note the current status of service-learning in the college curriculum.

Contacts with instructional leaders were recorded throughout the year to identify new efforts.

Unstructured interviews of instructional leaders asking them to note changes in the status of service-learning in the college curriculum were conducted.

The project director and advisory committee agreed that a focus group would increase our understanding of the emphasis of service-learning in the curriculum and be an effective method for eliciting the desired feedback. Divisional and program instructional leaders were invited to attend a session facilitated by a university doctoral candidate.

3. Are faculty members involved in the service program?

   The number of faculty involved in the service program and a description how they were involved was recorded.

4. Has faculty training been sufficient for volunteer service activities?

   A workshop evaluation form was developed and administered that included items asking faculty to rate the extent to which attending the workshop assisted them with integrating service into their classes.

   The data was analyzed to determine the effectiveness of the workshop.

5. Has student training been sufficient for volunteer service activities?

   A workshop evaluation form was developed and administered that included an item asking students to rate the extent to which attending the workshop increased their abilities.

   The data was analyzed to determine the effectiveness of the workshop.

   A student service documentation form was developed and sent to students.

   An evaluation form was developed for the student's volunteer placement supervisor to complete. The evaluation included items asking supervisors to comment on attendance, appearance, attitude, quality of work, and other areas covered in orientation and training.

   As student service documentation forms were returned, an evaluation form was sent to the student's volunteer supervisor to complete.

   The data was analyzed to determine the effectiveness of the workshop.

6. Did student volunteers successfully serve local agencies?

A student service documentation form was developed and administered to students.

An evaluation form was developed for the student's volunteer placement supervisor to complete. The evaluation included items asking supervisors to comment on attendance, appearance, attitude, quality of work, and other areas covered in orientation and training.

As student service documentation forms were returned, an evaluation form was sent to the student's volunteer supervisor to complete.

The data was analyzed to determine whether or not student volunteers successfully served local agencies.

An agency feedback form was developed for the student's volunteer placement supervisor to complete. The evaluation included items asking supervisors to comment on the advantages and difficulties of using student volunteers, its recruiting, screening and training practices, suggested improvements in the organization's or the Office of Volunteer Services' recruiting, screening and training practices, the significance of the volunteer's work to the operation and accomplishments of the organization, and the organization's willingness to accept future volunteers.

The project director and advisory committee agreed that a focus group would be a more effective method for eliciting the desired feedback. Volunteer Coordinators were invited to attend a session facilitated by a university doctoral candidate.

The data was analyzed to determine whether or not student volunteers successfully served local agencies.

7. Did agency leaders feel well-prepared to manage volunteers?

A workshop evaluation form was developed that included an item asking agency leaders to rate the extent to which attending the workshop helped them feel well-prepared to manage volunteers.

The data was analyzed to determine the effectiveness of the workshop.

5. Evaluation results for each important question

a. Context Questions

1. What influence did the expected benefit of volunteering have on the student being placed in a volunteer position?

Student volunteers were asked to identify the extent to which they expected to benefit from community service by fulfilling an obligation, broadening knowledge, meeting people, learning skills, and gaining experience.

All students identified "broadening knowledge" and "meeting people" as benefits; 47.4% of the total respondents indicated that they were volunteering.

"Learning skills" and fulfilling an obligation" were identified by 94.1% of the students; 47.4% of the total respondents indicated that they were volunteering.

The benefit of "gaining experience was identified by only 87.1% of the students; 47.4% of the total respondents indicated that they were volunteering.

Students were invited to attend a focus group session facilitated by a university doctoral candidate.

Twenty students were confirmed to attend the focus group. Our target attendance was 12-15 students; six attended. The students, aged 18 to 25 and enrolled in eight or more credits during Spring Semester 1995, provided us with additional insight into the perceived benefits of volunteering and perceived barriers. Students indicated that they and other students could benefit from volunteering by having something to do with extra time, gaining college credit, engaging in networking, experiencing a change of pace and developing leadership skills. They also identified key barriers: not being able to do what you want to do, lack of opportunities in rural areas, shyness on the volunteer's part and not being asked to help.

From these results, it would appear that the four expected benefits of volunteering that were studied influenced volunteer placement as follows: fulfilling an obligation, broadening knowledge, meeting people, learning skills, and gaining experience each increased the likelihood of volunteerism.

2. What impact did the perception that "not enough time" would limit their volunteer efforts have on recruited students being placed in a volunteer position?

   Student volunteers were asked to indicate the importance of "not enough time" in limiting their involvement in community service to determine whether or not recruited students who identified "not enough time" as "very important", "important" or "somewhat important" were more likely not to provide volunteer service than those who rated "not enough time" as "not important."

   Ninety-seven percent of the respondents indicated that "not enough time" was "very important", "important" or "somewhat important", 47.4% indicated that they were volunteering.

   The perception that "not enough time" would limit their volunteer efforts does not appear to have greatly limited participation in volunteer activities since many of the respondents who identified it as "very important", "important" or "somewhat important" reported a volunteer placement.

3. What impact did the perception that "must work for money" would limit their volunteer efforts have on recruited students being placed in a volunteer position?

   Student volunteers were asked to indicate the importance of "must work for money" in limiting their involvement in community service to determine whether or not recruited students who identified "must work for money" as "very important", "important" or "somewhat important" were more likely not to provide volunteer service than those who rated "must work for money" as "not important."

   We found that 60.8% of the respondents indicated that "not enough time" was "very important", "important" or "somewhat important", 47.4% indicated that they were volunteering.

   The perception that "must work for money" would limit their volunteer efforts appears to be a key factor in determining whether or not a student volunteers since few of the respondents who identified it as "very important", "important" or "somewhat important" reported a volunteer placement.

4. Did LCC district residency increase the likelihood that a student would express an interest in volunteering?

Student volunteers were asked to indicate student residency to determine whether or not recruited students who were identified as district residents were more likely to provide volunteer service than those identified as out-of-district, out-of-state or international students.

District residents comprised 86.5% of the respondent pool; non-resident, out-of-state and international students accounted for the remaining 23.5%. District residents comprise 71.8% of the student body and all other students 28.2%.

LCC district residency does seem to increase the likelihood that a student would provide volunteer service.

b. Implementation Questions

1. Which recruitment efforts were most successful in recruiting students to volunteer?

Students were asked to state how they learned about the Office of Volunteer Services to determine the most successful strategies.

Frequency rates for recruitment strategies are as follows:

19.4%	*LCC TV*
19.4%	*All other*
15.3%	*Campus Bulletin Boards*
13.3%	*Literature Tables*
under 10%	*GVT Job Board, Community Service Organization, Honors class, employed at LCC, friend*

LCC TV, campus bulletin boards and literature tables have been the most successful forms of recruitment.

2. How effective was leadership training in increasing the abilities of volunteers?

   Students were asked to rate the extent to which attending the training increased their abilities.

   Students indicated that the leadership was "very helpful" (54.6%), "helpful" (27.3%) or "somewhat helpful" (18.1%) in increasing their abilities.

3. Did faculty apply for and use mini-grants to integrate service into their courses?

   The number of applications received for mini-grants, the number of mini-grants awarded, the number of mini-grants used, and the number of courses offered was tabulated.

   On behalf of faculty, one lead academic administrator applied for grants for six courses in five health career programs. Students in the five programs provided health education programs to clients of an inner city community center and additional sites in the community.

4. How effective was faculty professional development in assisting faculty with integrating service into their classes?

   Faculty were asked to rate the extent to which attending the program assisted them with integrating service into their classes.

   Faculty indicated that the program was "very helpful" (33.3%), "helpful" (33.3%) or "somewhat helpful" (33.3%) in assisting them with integrating service into their classes.

c. Outcome Questions

1. Has volunteerism, especially among minorities, increased at LCC?

Fall Semester 1994 and Fall Semester 1995 student volunteers were counted and asked to indicate student ethnic background to determine whether or not volunteerism increased.

Total volunteerism increased 760%; minority volunteerism increased 216%. Minority volunteerism accounted for 21.3% of the increase, while minority student enrollment increased only 1.8% from Fall 94 to Fall 95.

2. Is service-learning growing in emphasis in the college curriculum?

Instructional leaders were asked to state the status of service-learning in the college curriculum in Spring Semester 1995 and Fall Semester 1995.

In February 1994, 40 courses were identified as having a service-learning component. Results of a Spring Semester 1995 survey indicated the existence of 174 courses with a service-learning component. During the first year of the project, a service component was added to two existing courses and a new course was developed. Four new courses were developed and six existing courses were revised to include service during the final project year. The increase in courses represents a 6.4% increase in service-learning courses during the project. In addition, staff have discovered long-standing service-learning efforts which serve as models to others in the discipline.

Divisional and program instructional leaders were invited to attend a focus group session facilitated by a university doctoral candidate.

Thirteen faculty members were confirmed to attend the focus group meeting; three additional faculty attended. Faculty noted that many courses are not easily identified as having a service component from their descriptions. They also stated that lead instructional administrators may not be as able as lead faculty to discern courses that include a service component. It was suggested that communication efforts be redirected to lead program faculty and that communication activities be increased. Faculty requested that community

service organizations be invited on campus to meet with students and faculty. They also suggested that we seek activities with a limited time commitment since our students often have multiple roles and responsibilities.

The increase in courses with a service component and the results of the focus group session suggest that service-learning is growing in emphasis in the college-curriculum.

3. Are faculty members involved in the service program?

The number of faculty involved in the service program and a description of how they were involved was recorded.

During the final year of the project over 144 faculty were involved with the service program. Members of the Center for Teaching Excellence's leadership committee, club advisors, recipients of the Michigan Campus Compact service-learning award, and other faculty members served as advisors to the project. Faculty members taught courses which included service as a requirement or an option; sought technical assistance; encouraged other faculty to incorporate service; communicated with division, department or program faculty regarding Office of Volunteer Services activities and services; hosted project staff at large group student meetings; provided technical assistance; recruited students for volunteer positions and projects; identified students for recognition and awards; inquired about mini-grants; expressed interest in state and national service-learning funding opportunities; attended or presented professional development; participated in the focus group meeting; received a service award; supported student organization volunteer service efforts; provided marketing support; provided focus group support; photographed events; served as volunteer coordinators for local agencies; requested volunteers for service organizations they were affiliated with; coordinated LCC's community service-learning work study program and volunteered for service projects.

4. Has faculty training been sufficient for volunteer service activities?

Faculty were asked to rate the extent to which attending the program assisted them with integrating service into their classes.

Faculty indicated that the program was "very helpful" (33.3%), "helpful" (33.3%) or "somewhat helpful" (33.3%) in assisting them with integrating service into their courses.

5. Has student training been sufficient for volunteer service activities?

Students were asked to rate the extent to which attending the workshop increased their abilities.

Students indicated that the leadership training was "very helpful" (54.6%), "helpful" (27.3%) or "somewhat helpful" (18.1%) in increasing their abilities.

The student's volunteer placement supervisor was asked to complete an evaluation that included items asking supervisors to comment on attendance, appearance, attitude, quality of work, and other areas covered in orientation and training.

Volunteer supervisors rated 67% of the volunteers as "excellent"; 33% were rated "good."

Feedback received from students and volunteer supervisors would seem to indicate that student training was sufficient for volunteer service activities.

6. Did student volunteers successfully serve local agencies?

The student's volunteer placement supervisor was asked to complete an evaluation that included items asking supervisors to comment on attendance, appearance, attitude, quality of work, and other areas covered in orientation and training.

Volunteer supervisors rated 67% of the volunteers as "excellent"; 33% were rated "good."

Volunteer coordinators were invited to attend a focus group session facilitated by a university doctoral candidate to comment on the advantages and difficulties of using student volunteers, its recruiting, screening and training practices, suggested improvements in the organization's or the Office of

Volunteer Services' recruiting, screening and training practices, the significance of the volunteer's work to the operation and accomplishments of the organization, and the organization's willingness to accept future volunteers.

Representatives from 15 area community service organizations were confirmed to attend the focus group meeting; 11 representatives attended. Representatives noted that community college student volunteers differ from university student volunteers in that community college volunteers seem to have less connection with the school and are engaged in more competing activities. They suggested that the Office of Volunteer Service concentrate its efforts on older students. They requested that all places that recruit volunteers use the same form; in addition, they requested that LCC increase its screening of volunteers for specific positions, communicate more with the campus community about volunteer opportunities, "get away from" one day projects and change the volunteer fair from a holiday needs focus to a focus on ongoing needs. Representatives also noted that they relied heavily on volunteers to staff their organizations and would appreciate any volunteers that LCC could refer.

Comments from volunteer supervisors and volunteer coordinators indicate that students successfully served local agencies. Other feedback from volunteer coordinators needs additional review.

7. Did agency leaders feel well-prepared to manage volunteers?

Agency leaders were asked to rate the extent to which attending the workshop helped them feel well-prepared to manage volunteers.

All of the agency leaders, primarily volunteer coordinators, who attended the workshop indicated that they felt more prepared to manage volunteers as a result of the workshop and suggested that future workshops be offered.

6. Person(s) responsible for evaluation tasks

Students for Volunteer Services staff had primary responsibility for evaluation tasks. A university doctoral candidate conducted focus groups with students, faculty and volunteer coordinators.

7. Evaluation reporting plan

The Students for Volunteer Services Advisory Committee received quarterly evaluation plan progress updates. This final project evaluation report will be prepared and submitted with the final narrative and financial report. Evaluation findings will also be disseminated through the ERIC system.

8. Budget for the evaluation

The project budget did not include funding for evaluation tasks. A proposal for funding additional staff or staff time was included with the annual report for the first year of the project, however it was not funded.

Evaluation Items Not Completed Are Bolded

Outcome

4. Has faculty training been sufficient for volunteer service activities?

A workshop evaluation form was developed and administered that included items asking faculty to rate the extent to which attending the workshop assisted them with integrating service into their classes.

The data was analyzed to determine the effectiveness of the workshop.

Interview faculty who have attended training, and are teaching a course developed as a result of the training, one to two weeks after mid-semester to determine additional training needs as well as feedback on positive and negative aspects of the initial training.